

Exhibit D

Updated NBME Scoring Sample

SUBJECT EXAMINATION PROGRAM

COMPREHENSIVE BASIC SCIENCE EXAMINATION

EXAMINEE PERFORMANCE REPORT



ID: 000000000

Test Date: 03/01/2022

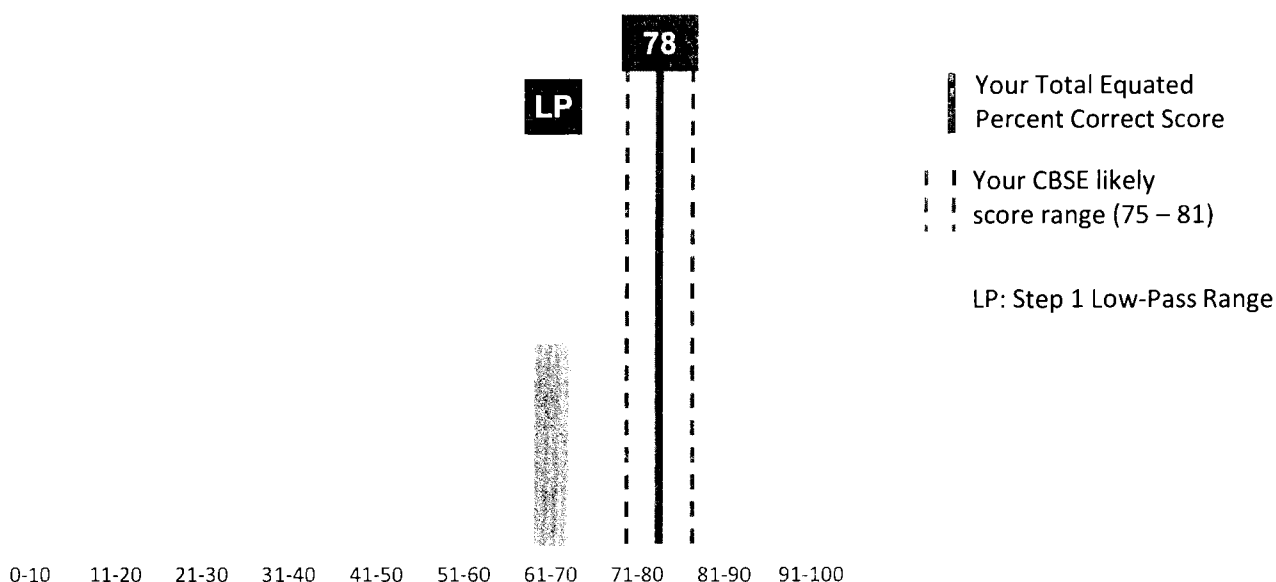
Name: Student A

000000 - Generic Medical School

Total Equated Percent Correct Score: 78

The chart below represents the performance of a 2020 national cohort of students from LCME-accredited medical schools. Your score is shown along with a range that corresponds to low passing performance (above but near the passing standard) on the United States Medical Licensing Examination® (USMLE®) Step 1.

Based on your performance on this CBSE, your estimated probability of passing Step 1 if you test within a week is 99%.

**Interpreting Your Overall Results:**

- **Readiness for Step 1:** Since the Comprehensive Basic Science Examination (CBSE) and Step 1 cover very similar content, CBSE performance can be used in conjunction with other information to assess readiness for Step 1.
- **Your CBSE equated percent correct score** represents the percentage of the content that you have mastered. It has been statistically adjusted to account for slight variations in exam form difficulty and may be slightly lower or higher than the actual percentage of questions you answered correctly on this specific form.
- **Your estimated probability of passing Step 1** is calculated based on examinees who tested within one week of taking Step 1 for the first time. If you tested more than a week before you are scheduled to take Step 1, your estimated probability may be different. Your estimated probability is not a guarantee of your future Step 1 performance. Many factors (e.g., changing levels of knowledge) may impact your performance on Step 1.
- **Your likely score range** indicates how much your score could change if you tested again without learning or forgetting. Under those conditions, your CBSE score would fall within 3 points of your current score two-thirds of the time.

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ID: 000000000

Test Date: 03/01/2022

Name: Student A

000000 - Generic Medical School

Total Equated Percent Correct Score: 78**Interpreting Your Content Area Results:**

- **Your equated percent correct (EPC) scores** indicate the percentage of the content that you have mastered. EPC scores are statistically adjusted to account for slight variations in exam form difficulty and may be slightly lower or higher than the actual percentage of questions you answered correctly on this specific exam form.
- **The Comparison Group average EPC score** represents the estimated performance of the 2020 cohort of Step 1 first-takers from LCME-accredited medical schools on CBSE.
- **The green boxes** indicate whether your performance was statistically lower, about the same, or statistically higher than the performance of the Comparison Group after taking into account the precision of each content area score. Content area EPC scores are less precise, so small differences in those scores should not be overinterpreted.
- **You may use this report to identify areas of strength and weakness.** Keep in mind that some content areas are more difficult than others, and some comprise larger portions of the exam. The percentage of items for each area may not add up to 100%.
- **Access www.nbme.org/examinees/subject-exams** for more information about this Subject Examination.

	Your EPC Score	Comparison Group Average EPC Score	Score Comparison:			% of Items
			Lower	Same	Higher	
Performance by Physician Task						
Applying Foundational Science Concepts	82	84				60-70%
Diagnosis	67	78				20-25%
Performance by System						
General Principles	65	68				12-16%
Behav. Health & Nerv. Systems/Spec. Senses	50	66				9-13%
Reproductive & Endocrine Systems	76	72				9-13%
Respiratory & Renal/Urinary Systems	72	69				9-13%
Blood & Lymphoreticular/Immune Systems	82	78				7-11%
Multisystem Processes & Disorders	84	67				6-10%
Musculoskeletal, Skin, & Subcutaneous Tissue	64	67				6-10%
Cardiovascular System	68	63				5-9%
Gastrointestinal System	70	67				5-9%
Biostatistics & Epidemiology/Pop. Health	65	67				4-6%

SUBJECT EXAMINATION PROGRAM**COMPREHENSIVE BASIC SCIENCE EXAMINATION****SCORE INTERPRETATION GUIDE**

NBME® subject examinations provide medical schools with a tool for measuring examinees' understanding of the basic sciences. Although these examinations are designed to be broadly appropriate as part of overall examinee assessment, course objectives vary across schools, and the congruence between subject examination content and course objectives should be considered when interpreting test scores and determining grading standards. Specifically, subject examination scores should not be used alone, but rather in conjunction with other indicators of examinee performance in determination of grades.

CBSE Scores

Because the Comprehensive Basic Science Examination (CBSE) and the United States Medical Licensing Examination® (USMLE®) Step 1 cover very similar content, CBSE performance can be used in conjunction with other information to assess readiness for Step 1. The CBSE score represents an estimate of an examinee's performance on the USMLE® Step 1 if he/she had taken both exams under the same conditions and with the same level of knowledge. Estimated performance based on taking CBSE is not a guarantee of future performance on Step 1. Many factors, including changing levels of knowledge and testing conditions, may result in a Step 1 score that is higher or lower than the estimated score.

Precision of Scores

Measurement error is present on all tests, and the standard error of estimate (SEE) provides an index of the (im)precision of scores. If an examinee tested repeatedly under the same conditions on a different set of items covering the same content, his/her CBSE score would fall within one SEE of the current score two-thirds of the time. The SEE on this exam is 8 points.

Score and Performance Feedback

Summary information on the examinee group tested, examination purpose and number of items scored is provided on each page of the feedback. The *Roster of CBSE Scores* reports a total test score for each examinee. Reported scores also appear in a comma separated text file that can be downloaded. An *Examinee Performance Profile*, which graphically displays content areas of strength and weakness, is provided for each examinee.

If there were at least 2 examinees, *CBSE Score Descriptive Statistics* for reported scores are provided along with a *Frequency Distribution* of the total test score. If there were at least 5 examinees for a single form administration, a detailed *Content Area Item Analysis Report* summarizing the general content of each item on the exam along with group item performance is provided. Content area item descriptors and group item performance also appear in a file that can be downloaded. If there were at least 5 examinees for a single form administration or 10 examinees for a multiple form administration, a *Summary Content Area Item Analysis Report* is provided.

If there were at least 15 examinees, a *School Summary Performance Profile*, which graphically displays areas of strength and weakness in each major content area for your specific test administration, is provided.

Norms

Total academic year norms are provided to aid in the interpretation of examinee performance. The norms reflect the performance of first-time taker examinees who took a form with a test purpose code of 'end-of-course', 'end-of-year', or 'other'. The two most recent sets of norms that have been developed for this examination are provided for your convenience and are reported on the CBSE score scale. Norms can also be found on NSP.

SUBJECT EXAMINATION PROGRAM**COMPREHENSIVE BASIC SCIENCE EXAMINATION****YYYY-YYYY ACADEMIC YEAR NORMS****Interpreting Academic Norms**

- Norms are provided to aid in the interpretation of examinee performance.
- They make it possible to compare examinees' scores with the performance of a norm group.
- Norm group characteristics:
 - Examinees from LCME-accredited medical schools who took a form of this examination with a test purpose code of 'end-of-course', 'end-of-year', or 'other' for the first time during the academic years from mm/dd/yyyy through mm/dd/yyyy.

Academic Years	Number of Schools	Number of Examinees	Mean	SD
yyyy-yyyy	67	7,837	185.8	30.2

Using the Table

- To use the table, locate an examinee's score in the column labeled "CBSE Score" and note the entry in the adjacent column labeled "Percentile Ranks." This number indicates the percentage of examinees that scored at or below the examinee's CBSE score.

Percentile Ranks		Percentile Ranks	
CBSE Score	Percentile Ranks	CBSE Score	Percentile Ranks
254 and above	99	185	51
251	99	182	47
248	98	179	43
245	98	176	40
242	97	173	36
239	96	170	33
236	95	167	30
233	94	164	26
230	92	161	23
227	90	158	20
224	89	155	17
221	86	152	15
218	84	149	13
215	82	146	10
212	79	143	8
209	77	140	7
206	74	137	5
203	71	134	4
200	68	131	3
197	65	128	2
194	61	125	1
191	58	122	1
188	54	119 and below	0

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- Norms are provided to aid in the interpretation of examinee performance.
- They make it possible to compare examinees' scores with the performance of a norm group.
- Norm group characteristics:
 - Examinees from LCME-accredited medical schools who took a form of this examination with a test purpose code of 'end-of-course', 'end-of-year', or 'other' for the first time during the academic years from mm/dd/yyyy through mm/dd/yyyy.

Academic Years	Number of Schools	Number of Examinees	Mean	SD
yyyy-yyyy	83	10,444	180.8	32.6

Using the Table

- To use the table, locate an examinee's score in the column labeled "CBSE Score" and note the entry in the adjacent column labeled "Percentile Ranks." This number indicates the percentage of examinees that scored at or below the examinee's CBSE score.

Percentile		Percentile	
CBSE Score	Ranks	CBSE Score	Ranks
254 and above	99	185	56
251	99	182	53
248	98	179	50
245	98	176	46
242	97	173	43
239	96	170	39
236	95	167	36
233	94	164	32
230	93	161	29
227	92	158	26
224	90	155	23
221	88	152	20
218	86	149	17
215	84	146	15
212	82	143	13
209	80	140	11
206	77	137	9
203	75	134	7
200	72	131	6
197	69	128	5
194	66	125	4
191	63	122	3
188	60	119 and below	3